



# THE GINGERBREAD MAN

By Carolyn Dellinger

---

## Classroom Guide Grades 4 - 5

---

Guide content © copyright 2017 by The Magik Theatre. Available free of charge for educational use only. May not be republished or sold without express written permission.

## How to Use This Guide

This classroom guide for *The Gingerbread Man* is designed for Texas students in Grades 4 and 5. It offers activities to help you integrate a performance of *The Gingerbread Man* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

## Table of Contents

### Theatre

1: Discussion Questions . . . . . 3

### English Language Arts

2: Magik Must Reads . . . . . 4

3: Create a Comic Book . . . . . 5

### Mathematics

4: Word Problems . . . . . 6

### Science

5: In-Depth Food Chains . . . . . 7

### Social Studies

6: Around the World . . . . . 8

### Art

7: Gingerbread Travels . . . . . 10

### Music

8: Exploring Music . . . . . 12

### Appendix

Activity Content Standards . . . . . 13

## 1: Discussion Questions

### ***Before the Performance***

*The Gingerbread Man* is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

### ***During the Performance***

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

### ***After the Performance***

What did you think of the play?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
  - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *The Gingerbread Man* how would your production be different than the play you saw by Magik?

## **2: Magik Must-Reads**

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *The Gingerbread Man* is Holidays Around the World.

The Magik Must-Reads (Grade 4 — Grade 5) are:

*The Stone Lamp* by Karen Hesse and Brian Pinkney

*The Seven Days of Kwanzaa* by Angela Shelf Medearis

*A Christmas Carol* by Charles Dickens

*The Gift of the Magi* by O. Henry

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

### **Theme**

How did the theme of Holidays Around the World show in each book? Explain.

### **Setting**

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of Holidays Around the World? Explain.

### **Characters**

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

### **Plot**

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

### **3: Create Your Own Comic Book**

In *The Gingerbread Man*, The Gingerbread Man goes on a great adventure, making his way around the world and learning more about himself as he goes from place to place. Using the worksheet below, plan a story about a character who goes somewhere new, learning more about themselves as they meet new people and explore. Then turn your outline into a comic book to tell your story. After sharing your story with your class and your teacher, gather feedback and use it to revise your story.

#### **CHARACTERS**

Main character:

Age:

Male or female?:

Physical description:

Personality:

Character #2:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

#### **SETTING**

Where:

When:

#### **PLOT**

How does your story begin?

How does your main character meet the other character?

What is the main conflict between your main character and the other character?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

**4: Word Problems**

- 1) The Gingerbread Man tells the same three jokes six times in one day. How many times has he told a joke that day?
  
  
  
  
  
  
  
  
  
  
- 2) The Goose has had 30 different desserts today. If the Goose had the same number of desserts at each of their meals, and they had 5 meals today, how many desserts did the Goose have at each meal?
  
  
  
  
  
  
  
  
  
  
- 3) The Fox can slide in a circle around the ice 3 and a half times in one hour. If the Fox is out on the ice for 4 hours, how many times can the Fox slide around the ice for?
  
  
  
  
  
  
  
  
  
  
- 4) There are 100 trumpets, 500 drummers, and 1,000 dancers per each horse in the King's parade. If there are four horses in the parade, how many trumpets are there? How many drummers are there? How many dancers are there?
  
  
  
  
  
  
  
  
  
  
- 5) The Old Woodcutter and his wife need 20 logs of wood to keep them warm each day. How many logs of wood do they need to keep themselves warm for 5 days?
  
  
  
  
  
  
  
  
  
  
- 6) The Gingerbread Man runs around the world six times in one hour. If an hour has 60 minutes in it, how many minutes does it take for the Gingerbread Man to run around the world one time?

## 5: In-Depth Food Chains

In the play, the Gingerbread Man isn't the only character that people want to eat. The Goose runs away from the King once it is discovered that they are to be eaten at the Christmas feast. The Goose then tries to eat the Gingerbread Man. These moments perfectly illustrate a **food chain**, but there's much more to a food chain than that.

In each food chain there are, in addition to the sun, three main components that keep the cycle going: Producers, Consumers, and Decomposers. *Producers* are organisms that **produce** their own food. *Consumers* are organisms that **consume** other plants or animals. There are three main levels of Consumers: Primary (meaning the first level, they eat plants and are also known as Herbivores), Secondary (meaning the second level, they eat plants or primary consumers and are therefore omnivores or carnivores), Tertiary (at the top of the food chain, they have no natural predators and they eat plants, primary consumers, or secondary consumers, making them omnivores or carnivores). Finally, there are *Decomposers*, who are organisms that eat dead plants or animals. They help turn them into nutrients that, with the sun, help producers to grow, starting the cycle over again.

### Procedure

- 1) As a class, brainstorm several different ecosystems that you can come up with enough organisms for to form a food chain (ex: forest, ocean).
- 2) In small groups, choose an ecosystem. Each group should have a different ecosystem. Then, create a food chain. Include the Sun, Producers, the three levels of Consumers, and Decomposers.
- 3) Write (or draw) out your food chain on a sheet of paper and prepare to present it to the class.
- 4) Once each group has presented, answer the following questions.

### Follow-Up Questions

- 1) What were some of the Tertiary Consumers (aka the apex predators)?
- 2) What were some of the Decomposers?
- 3) How did each food chain differ based on the ecosystem?
- 4) Why do you think that was?
- 5) What are some other animals that could make their way into some of the food chains you saw?
- 6) What are some animals that could help the Decomposers to do their job? (Hint: this is another level to the food chain, called *Scavengers*.)

## **6: Around the World**

In the play, the Gingerbread Man is able to run around the world! He ends up in several different countries this way, including France. But what do you know about the geography of the world? Now's your chance to learn a little more about the world, exploring things through the use of maps!

As a class or individually, draw out/shade in the following on either the provided map or another world map. Note the color that you use to shade in/draw everything in! That'll help you to remember what is what!

### Continents (Color)

- North America
- South America
- Africa
- Asia
- Europe
- Australia
- Antarctica

### Oceans (Label)

- Pacific
- Atlantic
- Indian
- Arctic

### Hemispheres (Label)

- Northern
- Southern
- Eastern
- Western

- Equator (Color)
- Prime Meridian (Color)
- International Date Line (Color)
- Tropic of Cancer (Color)
- Tropic of Capricorn (Color)

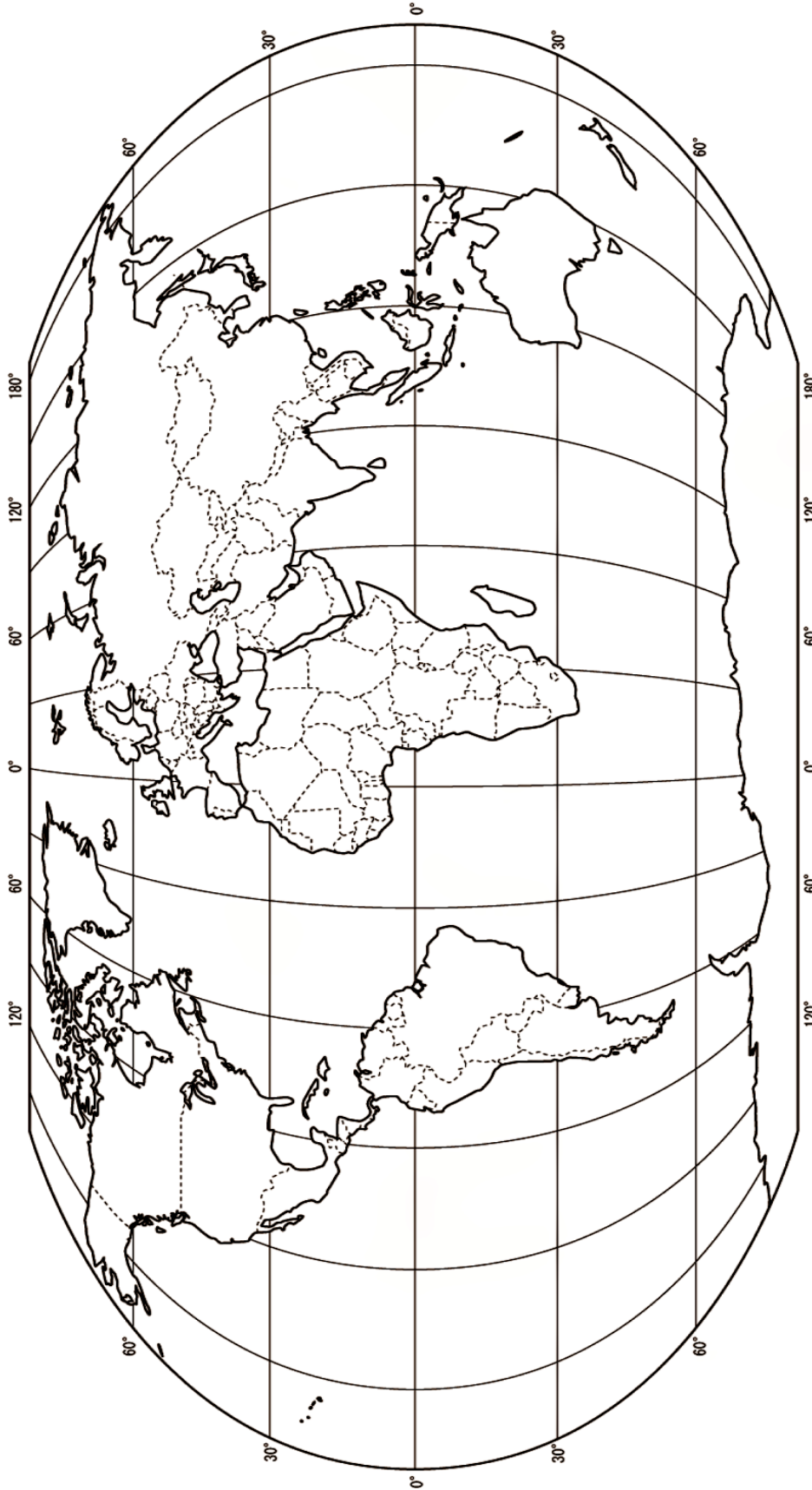
Then, as a class, look up the following types of maps:

- Population Map
- Physical Map
- Climate Map

### **Follow-Up Questions**

- What are you able to tell about the region on the map based on the information provided?
- What makes these maps so useful?





## 7: Gingerbread Travels

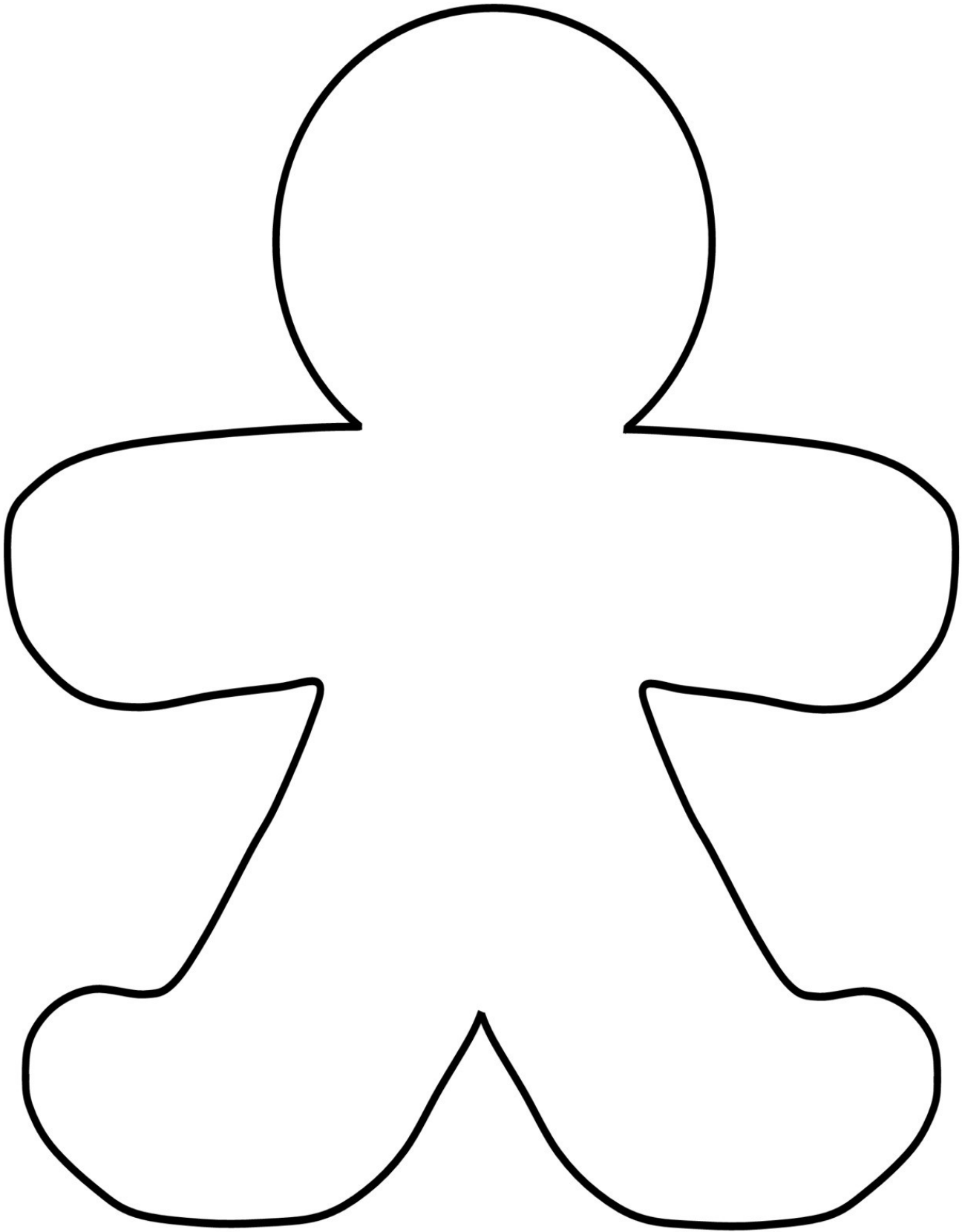
The Gingerbread Man travels to plenty of different places in the play! In fact, he travels all over the world! We never get to see him in most of those places, though. At least, not until now. Now's your chance to show what the Gingerbread Man would look like if he ran over to visit your favorite place!

### Materials

- Large sheets of paper
- Printouts of the outline on the next page
- Pencils
- Scissors
- Markers/Colored Pencils
- Glue
- Googly eyes, glitter, other decorative supplies (optional)

### Procedure

- 1) Begin by cutting out your Gingerbread Man and using a pencil to trace his shape onto your large sheet of paper. That way you'll know where to put him once you're done creating him!
- 2) From there draw out the setting! Where is your favorite place? Where would you have liked to see the Gingerbread Man visit?
- 3) After your setting is complete, get to work on creating your Gingerbread Man! What does he look like? What's he wearing? Does he need to be wearing anything special for your setting? Use markers, colored pencils, and any other craft supplies available to create your ideal Gingerbread Man!
- 4) Once your Gingerbread Man is complete, glue him into the spot you left for him on your setting!
- 5) Ta-da! Your masterpiece is complete! Take a look at some of the other settings your classmates put him into. Is your favorite place similar to someone else's?



## 8: Exploring Music

In the play *The Gingerbread Man*, music is used to set the mood (background music), to tell the story, and during transitions (movement from one scene to another).

As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Using a variety of musical instruments or everyday objects\*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
- loud vs. soft sounds
- high-pitched notes vs. low-pitched notes
- fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
- sort single-pitch instruments from low-pitched to high-pitched
- sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
- ask students to repeat it
- ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
- ask students to repeat it
- ask students to create and play their own simple melodies
- As a class, create a composition with a mood (happy, creepy, sneaky, etc)

*\*Including:*

- *cardboard oatmeal can (with lid)*
- *rubber band*
- *chopsticks*
- *metal spoons*
- *plastic bucket*
- *plastic storage bin*
- *pots and pans*
- *pot/pan lids*
- *wooden spoon*
- *plastic cup with lid, filled ¼ full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

**TEXAS**

**Grade 4**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.116.b.5
2	ELA 110.6.b.6-7
3	ELA 110.6.b.11-12
4	Math 111.6.b.3-4
5	Science 112.15.a.4.B; 112.15.b.11-4; 112.15.b.9.A; 112.15.b.10.A,C
6	Soc Studies 113.15.b.15.C; 113.15.b.17; 113.15.b.21. B,D; 113.15.b.22.B-E
7	Fine Arts 117.114.b.1-2, 4
8	Fine Arts 117.115.b.1-2, 4

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.119.b.5
2	ELA 110.7.b.6-7
3	ELA 110.7.b.11-12
4	Math 111.7.b.3
5	Science 112.16.b.1-4; 112.16.b.9.A,B,D; 112.16.b.10.B
6	Soc Studies 113.16.b.18.A; 113.16.b.20.A; 113.16.b.24-26
7	Fine Arts 117.117.b.1-2, 4
8	Fine Arts 117.118.b.1-2, 4

**COMMON CORE**

**Grade 4**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
5	Math 4.OA.3

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
5	Math 5.OA.1-2